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ABSTRACT

SUNY/Buffalo's competency-based teacher education program in foreign languages emphasizes: (1) a field-centered program, (2) a multi-institutional pattern of organizations, (3) feedback to students regarding their progress, (4) preservice/inservice continuum. The competencies required of foreign language teachers include: a practical command of the language; a facility in language analysis; an understanding of the targer language culture; and understanding of the teaching-learning process; and a level of professionalism, which incorporates a broad understanding of the field. The University of Buffalo has begun to assess these competencies by using the College Proficiency Exam, video taping, self-evaluation questionnaires, and personal interviews. This booklet provides two questionnaires for self-evaluation, Goals for Personal Development and Self-Analysis Checklist of Unit Act Roles, as well as criteria for successful self-evaluation. Typical interview questions asked of foreign language teachers at the end of a methods course are also included. (LG)

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Toward a Competency-Based Teacher Education Program in Foreign Languages at SUNY Buffalo

FL 005 057

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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Toward a Competency-Based Teacher Education Program in Foreign Languages at SUNY/Buffalo

A competency-based teacher education program is one in which the competencies and the criteria to be applied in assessing those competencies are made explicit, and the prospective teacher is held accountable for meeting those criteria. It does not guarantee that one-hundred percent of the graduates will be successful teachers. It does offer a promise that a much higher percentage of the graduates will possess both the knowledge and attitudes to perform successfully in the field.

Objectives, goals and criteria are made public. Emphasis is on:

1) Program to be field centered
2) Multi-institutional pattern of organization
3) Feedback to students regarding their progress
4) Pre-service/Inservice continuum

Competencies of Foreign Language Teachers[1/]

A. Practical Command of the Language

Teachers of Foreign Languages (K-12) will be able to:

1. Understand the foreign language as spoken by a native at a normal conversational tempo.

2. Speak the language with sufficient command of vocabulary and syntax to carry on conversations with native speakers.

3. Read with immediate comprehension and without translation.

4. Write the language at a level of clarity and correctness.

B. Language Analysis

Teachers of Foreign Languages will be able to:

1. Analyze the phonology, morphology, and syntax of the foreign language and be able to clarify the differences and similarities between the source and target language.

2. Incorporate the knowledge derived from applied linguistics in the presentation of the foreign language.

3. Devise drills and exercises that develop students' awareness of the structure of both native and target languages.

C. Culture

The teacher will be able to:

1. Classify the principal ways in which the foreign culture resembles and differs from our own.

2. Present geography, literature, history, art, and social customs and their effect upon the contemporary civilization of the foreign culture.

1/ Adaptations from:
1) Guidelines for Teacher Education Programs in Modern Foreign Languages. Modern Language Journal (October 1966).
2) New York State Association of Foreign Language Teachers: "The Preparation of Foreign Language Teachers".
3) Western New York Council of Foreign Language Supervisors "FL Teachers' Competencies".

3. Draw from personal experience in order to create a variety of learning situations which would bring the reality of the target culture closer to the student.

4. Encourage and promote participation in activities and events which reflect the contemporary ways of life of the target culture.

D. Teaching-Learning Process

Teachers of Foreign Languages will be able to:

1. Interpret and evaluate the evolving objectives of education in the United States and the place of foreign language in this context, e.g. Be aware of changing needs of students; make foreign language more student-oriented and community oriented.

2. Demonstrate an understanding of the nature of learning in general and language learning in particular, e.g. Be effective in dealing with aspects of motivation, implementation of teaching methods, individualization of instruction and evaluation.

3. Analyze the nature of the learner and the difference in learners at the elementary and secondary levels.

4. Evaluate student learning and progress, and plan class activities and individual conferences in the light of that analysis.

5. Adapt to teaching models which provide for individual differences of children.

6. Evaluate materials and media, and select those which will help students most in the learning process.

7. Acquire and implement where appropriate new ideas and techniques in foreign language in order to narrow the gap between current research and incipient trends on the one hand and the classroom practices on the other.

8. Evaluate major research studies in foreign language education, identify the major contributions of that research.

9. Implement experimental designs in the classroom.

10. Demonstrate ability for self-evaluation.

11. Demonstrate techniques designed to stimulate and develop among students feelings of self-worth and personal integrity.

12. Stimulate and develop active enthusiasm for course material.

E. Professional

Teachers of Foreign Languages will:

1. Give evidence of a general liberal education to complement their foreign language specialization.

2. Possess a good understanding of the foreign language curriculum and be committed to its implementation.

3. Display a sense of responsibility for professional growth and demonstrate through his own example that foreign language teaching is continuously developing.

4. Be informed about periodicals and books in the field of foreign language teaching.

5. Give evidence of active participation in in-service workshops, conferences, seminars, and in professional organizations.

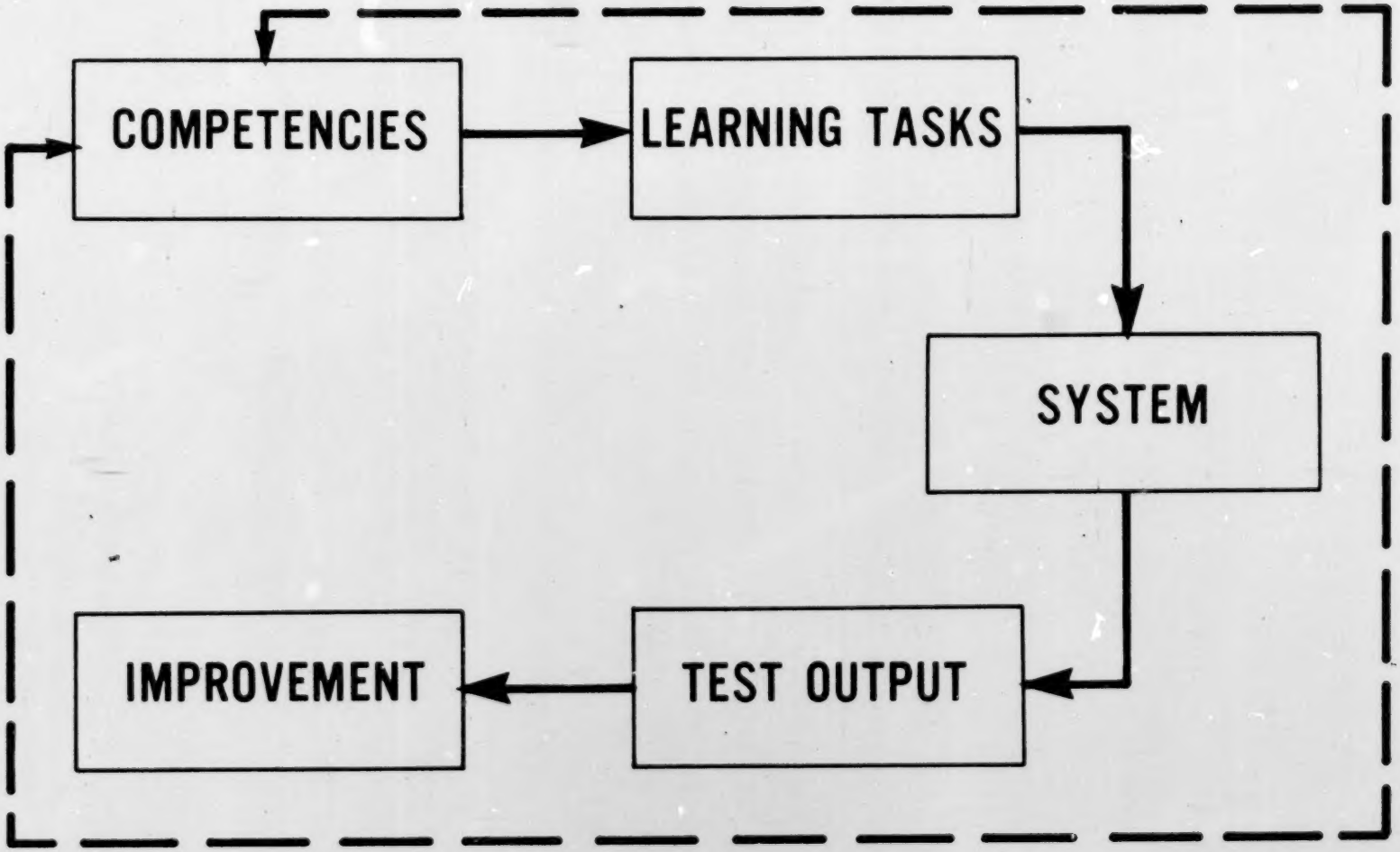
6. Cooperate in developing a continuum in foreign languages so that levels are considered as segments of a simple program entity.

7. Be aware of their responsibility to help in curriculum planning, articulation, and coordination.

F. Affective Domain

Teachers of Foreign Languages should demonstrate sensitivity to actions, needs, and feelings of students and peers.

Although it is difficult to objectively assess the above-mentioned competencies, the University of Buffalo has begun by using the College Proficiency Exam (MLA Proficiency Test), video taping, instruments for self-evaluation, and personal interviews.


COMPETENCIES
LEARNING TASKS
SYSTEM
TEST OUTPUT
IMPROVEMENT

Self-Evaluation Instruments

FOR SELF-EVALUATION TO LEAD TO SELF-RENEWAL, a teacher

1. Must want to examine his own behavior and its impact on student learning.

2. Must be aware of what he actually does as he works with students.

3. Must have the opportunity to carry out self-examination and obtain knowledge of techniques for doing so.

4. Will have to identify and/or clarify and specify what he wants to accomplish (goals) with his students.

5. Needs time and knowledge of skills necessary for self-evaluation based upon self-examination and identification of goals.

6. Finds ways to develop some new approaches (behaviors) which will be more effective in attaining his own goals.

7. Needs time and assistance in developing new behaviors which will lead to improved attainment of goals and from time to time, in developing new goals.

Goals for Personal Development

This form is to help you think about various aspects of your relationships with others and your skills in group situations. It gives you a chance to set your own goals for development. The steps in using it are:

1. Read through the list of activities and decide which ones you are doing right for you, which ones you should do more, and which ones you should do less. Mark each item in the appropriate place.

2. Some goals that are not listed may be more important to you than those listed. Write such goals on the blank lines.

	Doing all right	Need to do it more	Need to do it less
Communication Skills			
1. Amount of talking in group	____	____	____
2. Being brief and concise	____	____	____
3. Being forcefull	____	____	____
4. Drawing others out	____	____	____
5. Listening alertly, paraphrasing others	____	____	____
6. Thinking before I talk	____	____	____
7. Keeping my remarks on the topic	____	____	____
8. _____	____	____	____
Observation Skills			
1. Noting tensions in group	____	____	____
2. Noting who talks to whom	____	____	____
3. Noting interest level of group	____	____	____
4. Sensing feelings of individuals	____	____	____
5. Noting who is being "left out"	____	____	____
6. Noting reaction to my comments	____	____	____
7. Noting when group avoids a topic	____	____	____
8. _____	____	____	____

Goals for Personal Development - Continued

	Doing all right	Need to do it more	Need to do it less
Ability to Face and Accept Emotional Situations			
1. Being able to face conflict	____	____	____
2. Being able to face disappointment	____	____	____
3. Being able to stand tension	____	____	____
4. Being able to stand silence	____	____	____
5. _____	____	____	____
Problem-solving Skills			
1. Stating problems or goals	____	____	____
2. Asking for ideas, opinions	____	____	____
3. Giving ideas	____	____	____
4. Evaluating ideas critically	____	____	____
5. Summarizing discussion	____	____	____
6. Clarifying issues	____	____	____
7. _____	____	____	____
Morale-building Skills			
1. Showing interest	____	____	____
2. Working to keep people from being ignored	____	____	____
3. Harmonizing, helping people reach agreement	____	____	____
4. Reducing tension	____	____	____
5. Upholding rights of individuals in the face of group pressure	____	____	____
6. Expressing praise or appreciation	____	____	____
7. _____	____	____	____

Self-Analysis Checklist of Unit Act Roles[1/]

(Analyze your own participation in the group and check each of the 24 unit act roles in the appropriate column)

	Roles I fill most often	Roles I'd like most to fill	Roles I fill least well	Roles I'd like to practice
Talk Roles				
1. Initiator	____	____	____	____
2. Opinion seeker	____	____	____	____
3. Opinion Giver	____	____	____	____
4. Information Seeker	____	____	____	____
5. Information Giver	____	____	____	____
6. Elaborator	____	____	____	____
7. Evaluation Critic	____	____	____	____
8. Summarizer	____	____	____	____
9. Recorder	____	____	____	____
10. Integrator	____	____	____	____
11. Orientor	____	____	____	____
12. Procedural Technician	____	____	____	____
Roles				
13. Encourager	____	____	____	____
14. Harmonizer	____	____	____	____
15. Standard Setter	____	____	____	____

Self-Analysis Checklist of Unit Act Roles - Continued

	Roles I fill most often	Roles I'd like most to fill	Roles I fill least well	Roles I'd like to practice
Group Building				
16. Energizer	____	____	____	____
17. Follower	____	____	____	____
18. Evaluator	____	____	____	____
Personally Centered Roles				
19. Dominator	____	____	____	____
20. Blocker	____	____	____	____
21. Anecdoter	____	____	____	____
22. Play Boy	____	____	____	____
23. Special Interest Player	____	____	____	____
24. Recognition Seeker	____	____	____	____

1/ Beal, George M., Joe M. Bohlen, and J. Neil Raudabaugh, Leadership and Dynamic Group Action.

Am I an Inquiry Teacher?

	Regularly	Frequently	Sometimes	Seldom
As Planner				
I focus on lessons involving many levels of sophistication...	____	____	____	____
I select materials and learning experiences to stimulate student curiosity and support student investigation.....	____	____	____	____
I make available a wide variety of resources and material for student use.....	____	____	____	____
As Questioner and Inquiry Sustainer				
The students talk more than I do..	____	____	____	____
Students are free to discuss and interchange their ideas.....	____	____	____	____
I consciously use the ideas students have raised and base my statements and questions on their ideas.....	____	____	____	____
My questions are intended to lead the pupils to explore, explain, support and evaluate their ideas	____	____	____	____
I encourage students to move from examination of particular cases to more generalized concepts and understandings.....	____	____	____	____
As Manager				
I allow for flexible seating, student movement, and maximum student use of materials and resources.....	____	____	____	____
Class dialogue is conducted in an orderly fashion and emphasizes courtesy and willingness to listen to each person's ideas..	____	____	____	____
Students are actively involved in the planning and maintenance of the total classroom environment.....	____	____	____	____

Am I an Inquiry Teacher - Continued

	Regularly	Frequently	Sometimes	Seldom
As Manager - Continued				
I foster balanced participation by encouraging the more reticent students to take an active role in classroom activities.....	____	____	____	____
As Rewarder				
I emphasize the internal rewards that spring from the successful pursuit of one's own ideas..	____	____	____	____
I avoid criticizing or juding ideas offered by students.....	____	____	____	____
Each student's contribution is considered legitimate and important.....	____	____	____	____
I evaluate students on growth in many aspects of the learning experience, rather than simply on the basis of facts acquired..	____	____	____	____
As Value Investigator				
I make the students aware of personal and social bases for diversity in attitudes and values.....	____	____	____	____

Typical Questions Asked in the Interview Situation to the Foreign Language Teacher at the End of the Course in Methods

A. Professional Qualifications

- Why will you make a good teacher?
- What is your philosophy for your subject area?
- What are the current methods/texts of preparation in foreign languages?
- What are your strengths and weak areas in your field?
- How do you feel about team-teaching, grades, report cards, non-graded classes, etc.?
- What type of curriculum are you prepared to offer your students?
- How would you allow for individual differences in your teaching?
- What is the purpose or place of your subject in the school curriculum?
- What should be included in the curriculum for your subject?
- How would you handle discipline, cheating, disruptive students, motivation?

B. Interpersonal Relationships and Adaptability

The candidate must function as a person as well as a teacher. Questions to explore this area of concern will include:

- What kind of a relationship would you like to have with students--with your fellow teachers?
- What would you do if. . .? (problem solving or organizational abilities)
- What can you offer your community and school outside the classroom?
- How will you accept the extra duties that go along with the job?
- What are you interested in?
- What problems did you have in the internship and how did you handle them?
- What do you expect of students in your class?

C. Personal Qualifications

Individual differences account for the range in ability levels, personal relationships and teaching performance.

- What is your philosophy of education?
- What is your philosophy on discipline, grouping, grading, etc.?
- Why did you choose teaching?
- Did you have discipline problems?
- How do students react to your teaching methods?
- Why do you feel qualified for a teaching position?